



Purpose of the literacy and numeracy learning progressions

The purpose and intent of the progressions are to provide a tool to:

- locate the literacy and numeracy development of students
- plan for student progress in literacy and numeracy
- facilitate shared professional understanding of literacy and numeracy development
- support a whole school approach to literacy and numeracy development.

Literacy and numeracy in the learning areas

The learning areas provide rich opportunities for extending and enriching literacy and numeracy. To effectively plan for differentiated teaching of literacy and numeracy in the learning areas, teachers draw on their knowledge of the Australian Curriculum and their knowledge of their students. Recognising that students learn at different rates; the learning progressions provide a continuum for teachers to identify and build on students' literacy and numeracy skills. The intention is that students will develop their literacy and numeracy expertise purposefully, in meaningful contexts.

Literacy and numeracy in The Arts

Arts learning programs based on Australian Curriculum: The Arts Years 7-10 can provide opportunities for students to:

- develop aspects of the literacy and numeracy identified in the learning progressions that are also associated with specific arts practices, forms, skills, techniques and processes including processes for analysing, evaluating, critiquing and reflecting and interpreting ideas, meanings and messages
- apply and build on literacy and numeracy capabilities acquired in other learning areas and in earlier years of schooling. This might involve applying knowledge and skills in different contexts, for different purposes or deepening and broadening prior learning to explore new aspects of a concept or skill.

Through Arts learning students develop verbal and auditory working memory, visuo-spatial reasoning and their ability to interpret and use symbols and symbol systems to create meaning. These skills are transferrable across learning contexts and support development of literacy and numeracy capabilities.

Using this advice and the learning progressions to plan for student progress in literacy and numeracy

This advice illustrates how the learning progressions can be used in Media Arts to support student progress in literacy and numeracy. This advice:

- identifies the sub-elements of the learning progressions that are most relevant to studying Media Arts
- identifies some aspects of an achievement standard that include literacy or numeracy demands.
- lists some relevant indicators at one or more levels of the learning progressions to illustrate how the learning progressions might be unpacked to support student progress in literacy and numeracy in and through the study of Media Arts
- identifies how students can develop Literacy and Numeracy capabilities purposefully and in meaningful contexts through Media Arts.

Figure 1 illustrates how the learning progressions are to be used by teachers to identify where students are at on the literacy and the numeracy continua and plan for their ongoing development within the learning areas. Therefore, this advice can support use of the learning progressions in developing explicit and targeted programs to ensure students are able to access discipline-specific knowledge, concepts, understanding and skills. While advice is provided on the most relevant sub-elements of each learning progression for the discipline of Media Arts whole school planning may address other sub-elements to progress students' literacy and numeracy development.

Targeted Achievement Standard	Indicators of literacy development related to the standard		
A. Year 9	B. Level LIS2	C. Level LIS5	D. Level LIS8
<p>Students:</p> <ul style="list-style-type: none"> interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions 	<ul style="list-style-type: none"> responds to spoken texts (uses facial expressions, movements, turns towards the speaker) responds to spoken phrases relying on key words, tone of voice and intonation follows a simple sequence of directions recognises simple rhyming words (see Phonological awareness) repeats familiar words heard in a text or conversation 	<ul style="list-style-type: none"> listens to texts to engage with learning area content recalls specific information from learning area text attempts to sequence and report ideas 	<ul style="list-style-type: none"> identifies and paraphrases key points of a speaker's arguments (interprets speeches and uses own words to identify key historical events and arguments) identifies and explains the point/s of view expressed identifies any shifts in direction, purpose or focus identifies the point/s of view expressed identifies the point/s of view expressed

Figure 1: Annotated example of how to use learning area advice and the progressions to progress learning

Literacy in Media Arts

Learning in Media Arts makes a significant contribution to students' literacy development. In Media Arts students compose and comprehend a wide range of textual forms working as producers and as consumers. Learning in Media Arts aligns with, supports and reinforces students' development of literacy capabilities as they explore, view, analyse, critique and participate in media culture. Students use literacy skills as they design, produce, distribute and interact with a range of print, audio, screen-based, multimodal and/or hybrid artworks. Students also develop literacy skills through analysis, evaluation, critique, re-purposing and re-construction of spoken, written, visual, multimodal and/or hybrid texts.

Through learning in Media Arts students build their understanding of the nature of language and how language can be varied according to context. They develop their ability to create, critique and comprehend various text types as they utilise language through text, sound and image and participate in discourses, communicate ideas and tell stories. Importantly for the development of 21st century literacy skills, students develop their ability to comprehend, compose and critique visual grammars (semiotics) in addition to developing subject-specific vocabulary.

In Media Arts students engage with, read and consume diverse texts and create texts in a range of forms including digital and multimodal forms. Media Arts encourages dynamic reading where meaning is created as students engage with the text.

Using the literacy learning progression to support students in Media Arts

The most relevant sub-elements of the literacy learning progression for Media Arts are Listening, Understanding texts, Interacting, Speaking and Creating texts. These sub-elements are essential for students to develop discipline-specific knowledge, understanding and skills and to demonstrate the learning described in the Media Arts achievement standards. The following descriptions of the role of each sub-element in Media Arts are organised by productive and receptive modes:

- Receptive – *Listening and Understanding texts*
- Productive – *Interacting, Speaking and Creating texts.*

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Receptive Modes

Listening and Understanding texts

These sub-elements involve students using skills and strategies to access and interpret spoken, audio, written, visual and multimodal texts such as film, news report, documentary, advertisement, music video, animation, video games and/or works in multi-modal or hybrid forms. In the study of Media Arts, students identify and analyse how media texts represent social and cultural values and viewpoints. They also critically evaluate a range of texts from a range of cultures, times and locations. Students develop processes for listening, reading (viewing) and interacting as they access and engage with the language and structures of media arts texts. Listening skills are also developed when students work collaboratively and engage in classroom conversations, discussions and debates.

Texts in Media Arts are wide-ranging and include print, audio, screen-based and multi-modal/hybrid artworks. Students critique texts to explore meaning and interpretation, forms and elements, codes, conventions and/or story principles such as structure, intent, character, settings and points of view. Students also evaluate how they and other makers and users of media arts works use genre and media conventions and technical and symbolic elements to make meaning.

Listening

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student literacy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 8	Level LiS8
Students: <ul style="list-style-type: none">• identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view• evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning.	A student: <ul style="list-style-type: none">• identifies and paraphrases key points of a speaker's arguments (listens to an animator speaking about their work and paraphrases key ideas in a class discussion about how the makers of media arts works use conventions, technical and symbolic elements to make meaning)• identifies how speakers' language can be inclusive or alienating (identifies how the script for a film uses language to create empathy with the characters and analyses how they could use these conventions in their own work)• evaluates strategies used by the speaker to elicit emotional responses (students, listening as a maker, evaluate their use of specific genre and media conventions or technical and symbolic elements to communicate meaning in a media artwork, for example, the extent to which audiences received intended meanings.

Understanding texts

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student literacy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 10	Level UnT11
<p>Students:</p> <ul style="list-style-type: none"> analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning evaluate how social, institutional and ethical issues influence the making and use of media artworks. 	<p>A student:</p> <p>Comprehension</p> <ul style="list-style-type: none"> interprets symbolism in texts, providing evidence to justify interpretation (interprets symbolism in a media artwork when analysing conventions, technical and symbolic elements are manipulated to make meaning) critically evaluates the use of visual elements in multimodal texts on the same topic or with similar purposes (critically evaluates how genre and media conventions are used to elicit responses in, for example, a series of advertisements for similar products) analyses how authors manipulate language features, image and sound for a purpose (to create humour or playfulness) evaluates the social, moral and ethical positions taken in texts (evaluates the issues that may have influenced the ethical position taken in a media artwork) <p>Processes</p> <ul style="list-style-type: none"> identifies contradictions and inconsistencies in texts (reviews work they are making to check for consistent use of media conventions) judiciously selects and synthesises evidence from multiple texts to support ideas or arguments (uses evidence from media artworks made in different times and locations in a discussion about audience attitudes) <p>Vocabulary</p> <ul style="list-style-type: none"> interprets and analyses complex figurative language (analyses how media texts made in different times and locations use figurative language such as euphemisms or hyperbole and considers implications when describing own work, review or critiquing).

Productive modes

Interacting, Speaking and Creating texts

The Interacting, Speaking and Creating texts sub-elements involve students composing different types of texts for a variety of purposes to different audiences (see Table 1). These texts can include spoken, written, visual and multimodal texts, such as charts, graphs, diagrams, pictures, maps, physical performances and visual media.

The Interacting and Speaking indicators involve students creating formal and informal texts as part of classroom learning experiences including group and class discussions that explore and investigate learning area topics formal and informal presentations and debates.

The Creating texts sub-element describes how students become increasingly proficient at creating texts for an increasing range of purposes. Students' writing moves from representing basic concepts and simple ideas to conveying abstract concepts and complex ideas, in line with the demands of the learning areas.

In Media Arts students use print, image, sound, animations and symbolic representations in diverse media forms to create texts for a variety of purposes. These include Informative texts (for example, documentary, infographic, mobile app.), Persuasive texts (for example, animation, podcast) and Imaginative texts (for example, digital games, film).

Refer to the Grammar indicators for guidance on how grammar can support students to produce effective texts.

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Table 1: *Text types and purpose of the range of texts students may develop in Years 7-10 Media Arts*¹

Broad text purpose	Text type family	Text type	Purpose
Informative	Procedural	Procedure	to instruct someone how to do something through a sequence of steps such as creating a visual guide to using tools in a digital application during post-production
		Protocol	a list of conditions under which something is to be done, such as the protocols for working with Aboriginal and Torres Strait Islander peoples to create an animation that retells a traditional story
		Procedural recount/design brief	to record the steps taken to carry out a procedure, such as the process for designing an audience response survey to be distributed online
	Chronicling	Factual recount	to record information such as knowledge about how the form and style of media artworks has been shaped by changes in communications technologies
		Historical recount	to recount events from the past before making a judgement or drawing conclusions about change over time, such as recounting how media artworks have been used to influence public opinion at different times and in different places
	Reporting	Factual description	to describe the characteristic features of people, places and objects, such as technical specifications for a media artwork
		Descriptive report	to describe and provide generalised information such as a description of an emerging context for the distribution of media artworks
	Explaining	Sequential explanation	to explain in a sequence the phases of a process to reveal how the process occurs, such as creating a media artwork to explain an everyday process, for example, a storyboard about how to get ready for school
		Causal explanation	to explain why a process occurs, including cause and effect, such as making a media artwork about why things float
		Factorial explanation	to explain the multiple causes of one outcome such as explaining why a video clip goes viral across cultures
		Consequential explanation	to explain the multiple outcomes or effects of one phenomenon such individuals' capacity to distribute media artworks via online platforms
	Persuasive	Persuading	Exposition (analytical)
Exposition (hortatory)			to argue that a particular action should be taken (persuading to), for example, a media artwork that uses research findings to persuade people to stop using plastic bags
Discussion			to discuss two or more points of view before making a judgement, for example, discussing different opinions about the intended meaning of a media artwork
Challenge			to argue against a point of view

¹ Adapted from Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning*. Newtown, NSW: Primary English Teaching Association Australia.

Interacting

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student literacy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 8	InT6/7
<p>Students:</p> <ul style="list-style-type: none"> • identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view • identify and analyse the social and ethical responsibility of the makers and users of media artworks • use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning • collaborate with others in design and production processes and control equipment and technologies, to achieve their intentions. 	<p>A student:</p> <ul style="list-style-type: none"> • synthesises ideas from group discussion into a common theme or hypothesis (when analysing social values and points of view evident in a media artwork) • questions others to evaluate accuracy of thinking or problem-solving processes (asks questions when collaborating in design and production processes to test whether intentions can be achieved) • interacts with school or the broader community, adjusting language and responses to suit purpose and audience (uses everyday language to unpack media arts terminology when seeking audience response to a media artwork they have made).

Speaking

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student literacy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 10	SpK8
<p>Students:</p> <ul style="list-style-type: none"> • produce representations that communicate alternative points of view in media artworks for different community and institutional contexts • manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. 	<p>A student:</p> <ul style="list-style-type: none"> • includes a range of alternative viewpoints in spoken texts, where appropriate (includes a range of viewpoints in a script for a podcast designed to inform the local community about an issue of concern) • controls and manipulates a sophisticated range of language features to affect the audience (manipulates genre and media conventions to elicit intended responses in spoken dialogue in a media artwork).

Creating texts

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student literacy may be at different levels of the learning progression as indicated in Figure 1</i> In Media Arts, students create texts using print, image, sound, animations and symbolic representation as appropriate to the media form.		
Year 8	CrT10 - Informative texts	CrT10 - Persuasive texts	CrT10 - Imaginative texts
<p>Students:</p> <ul style="list-style-type: none"> identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view identify and analyse the social and ethical responsibility of the makers and users of media artworks use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning collaborate with others in design and production processes and control equipment and technologies to achieve their intentions. 	<p>A student:</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> writes to explain and analyse (analyses how social values and viewpoints are portrayed in a media artwork) organises ideas to support the reader (plans layout and content for an infographic) <p>Vocabulary</p> <ul style="list-style-type: none"> uses a range of learnt topic words to add credibility to information (uses the language associated with the issue being explored in a documentary). 	<p>A student:</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> writes to discuss, evaluate and review (maintains a blog to record and analyse feedback from different audiences and adjusts media work in response) <p>Text forms and features</p> <ul style="list-style-type: none"> varies sentence structure for effect (see Grammar) skilfully uses a range of cohesive devices to make connections between arguments (combines spoken, written and visual elements to make connections) <p>Vocabulary</p> <ul style="list-style-type: none"> uses language that evokes an emotional response. 	<p>A student:</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> writes imaginative texts with less predictable features to emotionally and intellectually engage the reader (writes to convey character perspective) includes multimodal resources to support the development of ideas throughout the text (uses audio to emphasise mood) <p>Text forms and features</p> <ul style="list-style-type: none"> uses language features to engage reader (uses sensory description to build atmosphere) <p>Vocabulary</p> <ul style="list-style-type: none"> substitutes precise vocabulary for common or everyday words.

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student literacy may be at different levels of the learning progression as indicated in Figure 1</i> In Media Arts, students create texts using print, image, sound, animations and symbolic representation as appropriate to the media form.		
Year 10	CrT11 - Informative texts	CrT11 - Persuasive texts	CrT11 - Imaginative texts
<p>Students:</p> <ul style="list-style-type: none"> analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning evaluate how social, institutional and ethical issues influence the making and use of media artworks. produce representations that communicate alternative points of view in media artworks for different community and institutional contexts manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. 	<p>A student:</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> writes sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities (analyses representation of social and culture values in a media artwork or evaluates manipulations of genre and media conventions to make representations and meaning or evaluates how media artworks represent ethical issues) <p>Vocabulary</p> <ul style="list-style-type: none"> uses complex abstractions (cultural bias, symbolic representation). 	<p>A student:</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> anticipates reader knowledge and possible bias and accommodates these in development of arguments (uses demographic research when planning representation of a social or cultural value) strategically selects multimodal resources to position the reader/viewer (uses material from authoritative sources when developing a documentary) <p>Text forms and features</p> <ul style="list-style-type: none"> judiciously uses language and multimodal resources to emotionally or intellectually affect audience. 	<p>A student:</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> writes sustained texts that develop more abstract themes or concepts in imaginative ways (writes a script for a media artwork) uses structural features flexibly to organise ideas strategically (deliberate use of repetition to create a rhythmic flow in, for example, an animation) develops an imaginative text around a theme or social issue <p>Text forms and features</p> <ul style="list-style-type: none"> uses recurring imagery for cohesion uses language to create humour (irony, satire) <p>Vocabulary</p> <ul style="list-style-type: none"> uses figurative language to create subtle and complex meaning (offering a silent prayer to the deaf sky).

Grammar

This sub-element describes how a student becomes increasingly proficient at creating written texts with higher levels of grammatical accuracy. Students display an increasing ability to compose coherent and cohesive texts across all areas of the curriculum for a wide range of purposes, making sophisticated choices at the level of the whole text, the sentence and the word group level.

In Media Arts students read, critique and create texts in diverse forms across time-based and spatial modes, particularly texts that are accessed and distributed on-screen. Each of these texts will have personal, cultural, social and aesthetic value for students. As they engage with these texts, students develop their understanding about the way language structures and grammar are used across forms and genres and consider how image and text interact to create meaning in different forms and genres.

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student literacy may be at different levels of the learning progression as indicated in Figure 1</i>
<p>Year 10</p>	<p>GrA7</p>
<p>Students:</p> <ul style="list-style-type: none"> • analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute • evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning • evaluate how social, institutional and ethical issues influence the making and use of media artworks produce representations that communicate alternative points of view in media artworks for different community and institutional contexts • manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style • collaboratively apply design, production and distribution processes. 	<p>A student:</p> <p>Whole text level</p> <ul style="list-style-type: none"> • uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (part–whole, class–subclass, compare–contrast, cause and effect) • (when scripting, editing, critiquing, analysing and evaluating or using image and sound as text connectives, creating patterns of meaning through text, image and sound) <p>Sentence level</p> <ul style="list-style-type: none"> • crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice (including compact and lengthy sentences with challenging structures to represent different voices and viewpoints authentically in a script for a documentary) • makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession (when scripting, editing and critiquing or by combining text, image and/or sound to connect ideas) <p>Group and word level</p> <ul style="list-style-type: none"> • presents elaborated verb groups that capture nuances and complex expressions of time and probability (the animator was thought to have been commenting on) • intentionally uses a wide array of adverbials to represent a greater variety of circumstances (with whom? to what extent? how much? in what role? by what means? in what manner? compared to what?).